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ABSTRACT

To determine whether elementary reading textbooks from a socialist country contained less sex-role stereotyping than previously-studied United States readers, an analysis of 374 books from the German Democratic Republic (G.D.R.) was undertaken. A sex bias index was calculated for both the G.D.R. and the U.S. books by finding the average difference in the percentage of major character role and career role assignments for males and females. The results showed that while male major characters dominated both U.S. and G.D.R. textbooks, the dominance in the G.D.R. readers was less marked (3:1) than in the U.S. texts (4:1), and that females appeared in career roles significantly more often in the G.D.R. texts than in the U.S. readers. The findings confirmed that sex bias is significantly lower in the G.D.R. readers. An analysis of the illustrations used in the G.D.R. readers supported the findings. In addition to a more realistic portrayal of males and females, the illustrations in the G.D.R. texts also reinforced a definite set of social and political values, showing the interaction of children with adults and emphasizing the role of women and children in important historical events. (Tables of findings and an explanation of the sex bias index are appended.) (FL)

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A COMPARATIVE STUDY OF SEX ROLE STEREOTYPING IN GDR AND USA CHILDREN'S READERS

by

Dr. Donna Grund Slepack

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A COMPARATIVE STUDY OF SEX ROLE STEREOTYPING IN GDR AND USA CHILDREN'S READERS

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Among techniques which have been used by social researchers to evaluate a society's values is that of coding children's textbooks for both implied and stated cultural attitudes. The success of this approach has been shown by the congruence of its results with other measures of the same attitude, as so well shown in McClelland's work (1961) on achievement orientation in various countries. If women and men in a particular society enjoy "equal opportunity to aspire and achieve in the widest spectrum of their potentiality" (Britton, 1975), then this should be reflected in children's texts by minimizing of sex differences in career role assignments and in the assignments of major character roles. With this in mind, I conducted a cross-cultural study of sex bias in children's readers.

While East and West Germany share roots in the same cultural past, they have different political economies today. The German Democratic Republic (the GDR or East Germany) is a socialist society. Its constitution is based on Marxist ideology which links women's oppression to the system of private property. The Federal Republic of Germany (the FRG or West Germany) in contrast, has developed a sophisticated form of welfare capitalism. Since the USA and West Germany are both modern industrial capitalist countries, could it be assumed that the sex bias in the children's readers would be similar? A review of the literature revealed that sex-role stereotyping in West German readers was indeed very similar to that found in USA readers. According to a thorough study conducted by the West German sociologist, Silberman and Krüger (1971), readers for grades one through ten used in the FRG keep women out of sight or in the kitchen. Males dominated the stories as main characters 60.4% of the time. The percentage of male main characters increased with each

advancing grade level. Britton's analysis (1974) of USA readers for grades 1-10 also indicated that males appeared as major characters in 58% of the stories. The percentage of females depicted in a career role in US and FRG readers was nearly identical: 21% in the FRG and 19% in the US. As in the American studies, motherliness was the most positive female image presented in the West German readers. Thus, in West Germany and in the USA, women were not equally represented in the major character and in career roles.

On the other hand, would the way a country earns and distributes its money affect the status of women? Would there be less sex bias in the children's readers of a socialist country? To answer these questions, I traveled to the German Democratic Republic (GDR) alone and independent of any organization or institution. (Contrary to what I was told prior to my departure, I was free to roam the entire country with a private visa as opposed to a Tourist Visa, and no one with whom I spoke hesitated to express political criticism. The people I met were warm, friendly and eager for contact.) Since neither the GDR textbooks nor any reports of their analyses of textbooks for sex-role stereotyping were available in the US, I collected my sample of children's reading material while I was in the GDR. At the same time, I gathered information and insights in order to assess the current status of women in this socialist country. Observations made during this time provided the context of socio-political reality from which the analysis of the textbooks was interpreted.

The empirical study of the comparative sex bias in children's readers attempted to investigate the GDR's perception of itself as being particularly dedicated to a resolution of the inequities of women's social status. Therefore, my hypothesis was that:

1. significantly more major character roles would be assigned to females in the GDR readers for grades one through six than in the US readers for the same grade level.

2. significantly more career roles will be assigned to females in GDR reading materials;

3. a designated Sex Bias Index (SBI) will be less for the GDR sample. (The SBI is a quantitative measure of male dominance combining the two categories of major character and career roles.)

METHOD

I utilized the criteria and methodology employed by Britton in her study of sixteen American reading series, published in 1974. The main character of each story was assigned to the category of male, female or other. (The category of OTHER included neutral stories such as science, animal and co-ed stories in which males and females are equal protagonists.) In addition, each career role depicted for males and females was tabulated, thereby establishing a career role frequency for each sex. A percentage analysis was used to compare the major character and career role assignment in the GDR books with analagous data gathered by Britton on US texts. The Chi Square Test was utilized to determine significance, using observed and expected frequencies in the usual manner.

Britton's sample was a representative sample drawn from all of the US texts while the GDR sample included all of the texts currently being used in grades 1-6. The sample sizes were determined by the number of stories analyzed in each textbook. Sample sizes were 374 for the GDR and 3,516 for the USA. The difference in sample size is attributed to the fact that the GDR publishes a single textbook series, while the US produces multiple series.

A Sex Bias Index was calculated for the US and for the GDR by finding the average difference in the male and female percent distribution in major character and career roles. The SBI is, in essence, a quantitative measure of male dominance combining the two categories of major character and career roles. After calculating the Standard Error of each SBI, the Approximate Standard Normal (Z) was found in order to determine the validity of this comparison.

RESULTS

Table 1 (Major Character Assignment) reveals that the first hypothesis was not confirmed: Male major characters dominated both US and GDR texts. However, male dominance in the GDR readers was significantly less marked as indicated by the Male/Female Ratio of 3:1 in the GDR and 4:1 in the USA. The difference in the category of OTHER is noteworthy. One reason that the category of OTHER was recorded far more for the GDR texts, particularly at the primary level, is that girls and boys often shared the major character role. This is in keeping with

TABLE 1

SUMMARY OF DATA:

Stories Depicting Male or Female Major Characters in GDR and USA Reading Materials

	GDR	USA
Grades 1 - 3	Male = 81 = 37%	Male =1331 = 59%
	Female = 38 = 17%	Female = 369 = 16%
	Other = 101 = 46%	Other = 548 = 25%
	N = 220	N =2248
	Male:Female = 2:1	Male:Female = 4:1
Grades 4 - 6	Male = 98 = 64%	Male = 763 = 61%
	Female = 25 = 16%	Female = 162 = 13%
	Other = 31 = 20%	Other = 343 = 26%
	N = 154	N =1268
	Male:Female = 4:1	Male:Female = 5:1
Grades 1 - 6	Male = 179 = 48%	Male =2110 = 60%
	Female = 63 = 17%	Female = 527 = 15%
	Other = 132 = 35%	Other = 879 = 25%
	N = 374	N =3516
	Male:Female = 3:1	Male:Female = 4.1

TABLE 2

SUMMARY OF DATA:

Frequency of Career Roles Shown in GDR and USA Reading Materials

	GDR	USA
Grades 1 - 3	Male = 287 = 62%	Male = 924 = 81%
	Female = 179 = 38%	Female = 225 = 19%
$p < .005$	(N = 466)	(N = 1149)
	Male:Female = 2:1	Male:Female = 4:1
Grades 4 - 6	Male = 373 = 76%	Male = 994 = 86%
	Female = 116 = 24%	Female = 157 = 14%
$p < .005$	(N = 489)	(N = 1151)
	Male:Female = 3:1	Male:Female = 6:1
Grades 1 - 6	Male = 660 = 69%	Male = 1918 = 83%
	Female = 295 = 31%	Female = 382 = 17%
$p < .005$	(N = 955)	(N = 2300)
	Male:Female = 2:1	Male:Female = 5:1

TABLE 3

SEX BIAS INDEX (SBI) FOR GDR AND USA READING MATERIALS, GRADES 1 - 6

	GDR	USA
Grades 1 - 6	SBI = 34.5 (± 2.438)	SBI = 55.5 (± 1.001)
	Significance Level:	
	$Z = 8.0$, $p < .001$	
Grades 1 - 3	SBI = 22 (± 3.267)	SBI = 52.5 (± 1.39)
	Significance Level:	
	$Z = 8.59$, $p < .001$	
Grades 4 - 6	SBI = 50 (± 3.61)	SBI = 60.0 (± 1.43)
	Significance Level:	
	$Z = 2.58$, $p < .003$	

the professed value of collectivity and co-operation.

Table 2 (Career Role Frequency) shows that females in GDR readers appeared in a career role significantly more often than females in US readers. Thus, the second hypothesis was confirmed.

Table 3 (Sex Bias Index) shows all p values highly significant. Thus, the hypothesis was confirmed with the SBI significantly lower in the GDR than in the US readers.

Although the sexes are not yet shown as truly equal, the significantly greater female career role frequency in the GDR readers reflects that country's professed effort to accord equal status and opportunity to women.

(Slides accompany the discussion of the illustrations.)

Analyzing children's reading materials for sex role stereotyping usually provides us with plenty of numbers, percentages and statistics. However, this quantitative data alone does not render a complete description of the female role in children's readers. Nor does it reveal the social stategies taught in the stories which, in addition to shaping women's self-concept, also impart a world view and suggest a modus operandi to change objective conditions. As I read the GDR readers, it became readily apparent that certain values were strongly emphasized and repeated. Many of these values were a positive contrast to US readers.

First, I'd like to compare some of the stereotypes in USA textbook readers with the GDR readers. In US readers, boys almost exclusively exhibit activity and energy while girls are depicted in passive roles, watching and waiting. Boys are most frequently shown outdoors while girls are seen indoors. While boys are encouraged to be skillful and adventurous, girls are geared for good grooming and domestic drudgery. (Weizman and Rizzo, 1974).

In contrast, girls in the GDR readers are often portrayed as strong positive characters. They frequently demonstrate competence, innovation and skill. Girls are seen engaging in athletic activities such as winning a tobaggan race and excelling at swim lessons. In this fourth grade story, Babette utilizes her swimming skill to rescue a boy (p. 82). In another story, Mascha gets lost in the woods, picking mushrooms. She retains her composure, demonstrates her skill with a compass and finds her way back home (Lesebuch 3, p.21).

This is very different from US readers in which an inferior image of females is reinforced. American girls are most often depicted as frightened, foolish, incapable, clumsy and stupid. Their sphere of influence rarely extends outside the domestic domain.

In this US story, the heroine reinforces a traditional role: She bakes cookies to earn back the favor of her girlfriends who have rejected her.

She then deprecates her baking skill by saying, "It's easy, even I can do it and you know how stupid I am!"

While adult males in US readers are seen in a wide variety of exciting occupations, the mother role was almost the only positive image of females, and housekeeping was almost the exclusive activity of the adult women in US readers. Motherhood and a career appear mutually exclusive, as concluded by Weizman and Rizzo. The few working women in US readers appear in the traditional role of teacher, librarian and clerks.

Adult women in GDR readers appear in these traditional occupational roles also. However, they are seen in many non-traditional occupations as well as you see in this illustration here of women tending the animals and driving the truck. GDR women were depicted as factory and farm workers, veterinarians, and union delegates. They were actively involved in community planning, participating in political activites, and receiving recognition and awards for their contributions at the factory. The honor accorded to women's achievements in the GDR readers is a significant contrast to the US texts. American readers are frequently criticized because males are usually the primary achievers.

This textbook illustration is an indication of the attention given to women's occupational role in the GDR readers. In this first grade story, children discuss the occupations of their mothers and fathers and explain how their work benefits the entire society. In the first paragraph, Ronald explains that the work his mother performs at the dairy enables the children to have milk to drink. This story underscores the assumption that mothers work outside the home. Nearly everytime a mother appeared in a story, mention was made of the fact that she worked. The mother role rarely existed by itself; it was usually coupled with a career role (Unsere Fibel, p. 71).

We have seen that the occupational role of the adult female is emphasized in the GDR readers. Now let's look at the mother role that is also ascribed to her. As this illustration suggests, the female assumes most of the responsibility for the home. Although GDR readers make it clear that females do not function exclusively as family servants, working mothers and wives are still double burdened with the responsibilities of the household and their careers. In reality and in the readers, the image of women could be labelled with the American term of SUPER MOM (Unsere Fibel, p. 18).

The father occasionally appeared as a houshold helper or a contact person for children. The men I met in the GDR seemed to be more aware of their obligation to assume household responsibilities than the males in the readers. (Curiously, the father was absent from several family stories which perhaps may be an attempt to represent single parent families. The accelerating divorce rate in the GDR has child psychologists concerned about the impact of such family conflict upon children. The publishing company of children's books is currently trying to deal with this theme.)

The cheerful, involved grandmother appears in the GDR stories also as a family member who helps reduce the working mother's double burden. This perhaps reflects the influence of the Soviet Union where the extended family is still quite common and where the grandmother performs most of the household tasks while the young mothers go out to work. This is not as common in GDR society where more and more grandmothers are employed themselves.*

Because it is well recognized that working mothers are doubled burdened, many of the stories emphasized children's responsibility to help with household tasks. The girl in this illustration says, "When mother comes home from work, everything should be done "(Unsere Fibel, p. 60).

*Although the GDR stories are quite didactic, respect for old age was consciously promoted by depicting children helping old people cross the street, offering them their bus seats, visiting them and listening to them tell about their lives under Fascism.

In another example, when Sascha doesn't help his brother in the garden, his working mother withholds her affection to show her dissaproval. Thus, helpfulness is the most desirable behavior that is modelled in GDR readers while selfishness is met with disdain and produces conflict. Children learn that mothers do not exist solely to satisfy their every demand. Family membership implies the collective responsibility to share household tasks. While children are encouraged to help their working mothers, it simultaneously reinforces the stereotype that housework is the woman's responsibility. (Unsere Fibel, p.79)

The view of the adult world which children obtain from their readers is not limited to one in which adult family members merely go off and disappear in their work world. Instead, children interact with other working adults outside the family. This is often seen in stories about factory and farm brigades who sponsor children's groups. These sponsors are called Patenbrigade. Many stories revolve around the children's interactions with these working adults.

A very interesting feature about these GDR readers was the manner in which the historical heroes were depicted. Instead of portraying such leaders as Lenin and Marx as superhumans (Lesebuch 3, p. 65), they are described through simple incidents from their daily lives and their concerned interactions with children. In addition, heroic deeds of mothers, fathers and children were presented in such a way to suggest that such activity isn't beyond the capability of any individual. This is particulary evident in the many history stories about the working class struggles and the anti-fascist movement. (This is a story about the solidarity of women political prisoners in a concentration camp. Lesebuch 3, p. 70).

What is especially noteworthy is that these historical depictions include children who wanted to help. Here you see that adults were not the only ones actively involved in society. Children, too, are depicted in this worker's strike. In this story, a young girl, together with her friends, paint a sign

for a demonstration which reads: NO MORE HUNGER! Carrying these signs, they march with their parents in the worker's strike (Unser Lesebuch 4, p. 59).

Women's active participation in society was historically described in the GDR readers. Here you see an illustration of the Trümmerfrauen (p.71). These women were the first to begin reconstructing the destroyed cities from out of the rubble and ruin resulting from the war. Revered for their historical contributions, these Trümmerfrauen are cited as significant role models for contemporary women involved in building a socialist society in the GDR today.

Throughout the readers, achievements which are valued are those that serve the entire society and promote the good of all rather than those that make only the individual the winner or the millionaire. In place of individual success and competition which is emphasized in US readers, GDR stories emphasize cooperative action. In this illustration, fourth grade children are planning a Christmas party for the Kindergarten class. In this slide, children perform simple deeds together and were involved in shaping social change. They saw that their collective action made a difference.

One of the most striking contrasts between US and GDR readers is that GDR children are not protected from analyzing the causes of poverty or learning about class oppression. The following first grade story illustrates this feature.

Little Pepe

In Pepe's homeland it is warm and sunny. Oranges and many other fruits can grow well there. In the big fields, men and women as well as children work hard from early morning until late at night. Pepe's parents, his sisters and brothers and even Pepe himself are among the workers in the fields. However, what they harvest does not belong to them.

Some rich people own the fields. They sell the fruits to other countries. They keep almost all the money for theselves which they receive from selling the fruit. The workers in the fields and their families receive only a very small wage. It's never enough so they could buy a supply of bread to fill their stomachs. For this reason, Pepe is often hungry. He sees bread at the market, but he cannot buy it.

Pepe doesn't learn to read and write. The children of the workers often cannot go to school. How glad Pepe and his friends would be if they, too, could learn as much as other children!

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Unsere Fibel, p. 94

This story exposes a serious contradiction in a class society. Poverty is not merely described as inevitible. Reasons for hunger are not attributed to the workers but rather to the property owners, who because of their wealth can exercise control over the workers who bring in their profits. In this way, children learn about exploitation which occurs when the workers are not the owners of the means of production.

From this brief glance at the values taught in GDR readers, it is apparent that attitudes are being cultivated that prompt a high regard for other human beings...for laborers, old people and for female capabilities as well. The GDR readers are thus influential tools of socialization that help obviate exploitation in all of its forms.

How does the female role in the readers compare with the existing reality? Analyses of children's textbooks as a means of social research relies on the assumption that the primary function of schooling is preparation for life. It would then follow that the career images of women in children's texts should reflect the realities of life in that country.

Just as in the readers, women's career role plays an important part in GDR society. Women were found to be well integrated into the labor force. Eighty-four per cent of working-age women are employed, comprising nearly 50% of the labor force (Kuhrig, 1973). This is nearly twice the proportion of working-age women employed in West Germany or in the US (Helwig, p. 68).

Percentage of Working-Age Women Who Are Employed

GDR (1971)	FRG (1972)	USA (1973)
84%	46%	45%

Although women still dominate the traditional female occupations, their representation in non-traditional careers and in leadership positions is steadily increasing. For example, 43% of union leaders in the GDR are women, while in the US only 5% hold such an office. Women are admittedly under-represented at the top levels of government in the GDR, i.e., no women are in the Politbüro. However, this alone is an inadequate measure of progress toward equality, since only a small minority of all working people finds an occupation in the highest positions. It is probably more significant to observe the qualifications, mobility, and employment planning of the entire labor force. The GDR has already instituted extensive plans to enable women to overcome the great discrepancy between male and female education which was left behind by the Nazi ideology of the super-race and male superiority. Special programs now in operation allow women to take time off from work, with full pay, in order to attend classes. Tutors and outstanding daycare for children, are provided. (Child care costs less than 1 Mark or $.50 per day). Work experience is awarded credit toward the skilled worker's certificate. The results of these programs, along with other systems of support,* appear to be successful: The percentage of women attending institutions of higher learning has risen from 25% in 1960 to 50% in 1974 (Menschik and Leopold, 1974). (Women's enrollment in math and natural sciences has climbed from 35% in 1968 to 62% in 1974.) In West German institutions of higher learning, women's enrollment amounted to 32% (1971) with no increase in five years.

* Inexpensive, well-balanced meals are available to workers and children at state cafeterias and at schools, respectively. This reduces the amount of time spent at home, cooking large meals. Even beauty shops are considered a labor-saving device. Therefore, their cost is kept at a price that is easily affordable. Abortions and birth control devices are free. Maternity leave is 18 weeks with full pay. If a woman chooses to stay home for one year, her job is held secure. Working women are also given one "housekeeping day" each month with pay. Although compensating women for house-work appears as a progressive measure, it also reinforces women's traditional housekeeping role.

Many Western critics attribute the high female employment rate to the labor shortage which resulted after the war. However, West Germany faced the same dilemma and resolved it by importing the cheap labor of immigrant workers from Yugoslavia, Italy, and Turkey, thereby creating a social crisis as well. In contrast, the GDR has invested in women's education to meet its demand for labor. Seventy-eight per cent of GDR women below the age of 30 have received some kind of vocational training. In West Germany, only 22% of the women are thus prepared, and only 46% of working-age women are employed. Thus, improving women's status in the GDR reflects both its ideological commitment to equality and serves social expediency as well.

Although the textbook ratio of males to females in career roles (2:1) does not equal the employment ratio in the existing labor force (1:1), it appears nevertheless that the newer commitment to women's education and participation in society is making headway against a more traditional social pattern as is reflected in the elementary readers.

In summary, such cross-cultural studies lend support to research that would challenge the attempt to reduce sexism to "cultural training." While new documentation of old problems abounds, perhaps it is now time to confront the deeper contraditions of cultural sex-role stereotypes and establish their interrelationship to the political/economic milieu.

APPENDIX 1

TABLE 4

HIGHLIGHTS OF WOMEN'S EMPLOYMENT IN THE GDR, FRG, AND THE U.S.A., 1971-1974

	Percentage of Women Employed		
	GDR	FRG	U.S.A.
Industry	43.4	29.7	29.9 (1968)
Agriculture & Forestry (FRG includes Fish and Animal Husbandry)	43.7	52.9	15.0
Building	14.0	6.5	very low
Transportation, Postal & Communication	36.8	18.7	20 (Transportation only)
Distributive Trades	70.7	54.5	39
Other Productive Branches	55.0		
Non-Productive Branches	71.7		65
Craft Industries	40.1		5
Managers	9	4.5	15.8
Technical Workers	30	10	37 (Includes Professionals)
(Under 25)	40		
Teachers:			
Elementary	80	75	86
High School	62	64	48
University (Full Prof.)	7	1.4	10.3
School Principals	30		21 (Elem.) 3 (H.S.)
Physicians*	46	20	9
Dentists	45	14	
Pharmacists	61		16.5
Lawyers	30	5.5	7
Judges	36	2.5	1
Congressional Representatives	31.8	5.8	4
EDUCATION: % of women who completed:			
12th grade	57	39	50.5
University Degree	45.2	25	41
Technical Training	47.2	5.3	
Vocational Training	49	22	

TABLE 5

WOMEN IN POLICY MAKING IN THE GDR, FRG, AND USA, 1971-1973

	GDR	FRG	USA
Political Party Membership	28.7%(SED)	16% (Ave.)	
Representatives in Parliament	31.8%	5.8%	4%
Representatives in County "	36.0%	7.1%	3%
Government Ministers (female)	M.Honecker	Focke	
Mayors	21.4%		4%
Judges	36%	2.5%	1%
Lay Judges	45%		
Lawyers	30%	5.5%	2.8%
Union Members	50%	15%	16%
Union Leaders	43.8%		5%
Arbitration Commissions	40%	.1%	

Note: In the GDR, there are 16 women and 120 men who are members of the Central Committee; 2 women and 23 men who are Secretaries of the Central Committee. In the FRG, a woman is President of the Bundestag (Renger) and a woman is its Vice President, (Frau Funke). The Politburo of the GDR is all male.

TABLE 6

WOMEN'S EMPLOYMENT IN THE GDR, FRG, AND THE USA, 1973

GDR	FRG	USA
49.3% of the labor force is comprised of women	36.5% of the labor force are women	40% of the labor force are women
84% of working-age women are employed	46% of working-age women are employed	45% of working-age women are employed
35% of employed women work part time*	25% of employed women work part time	25% of employed women work part time

TABLE 7

CHILDREN IN DAY CARE FACILITIES IN THE GDR AND FRG

GDR	FRG
42% of 1-3 year old children attend nurseries	
80% of 3-6 year old children attend kindergartens	48% of 3-6 year old children attend kindergartens
64% of 6-10 year old children attend after-school centers	2% of pupils attend after-school centers

*Statistische Materialsammlung, Bundesvorstand des DFD, 1975

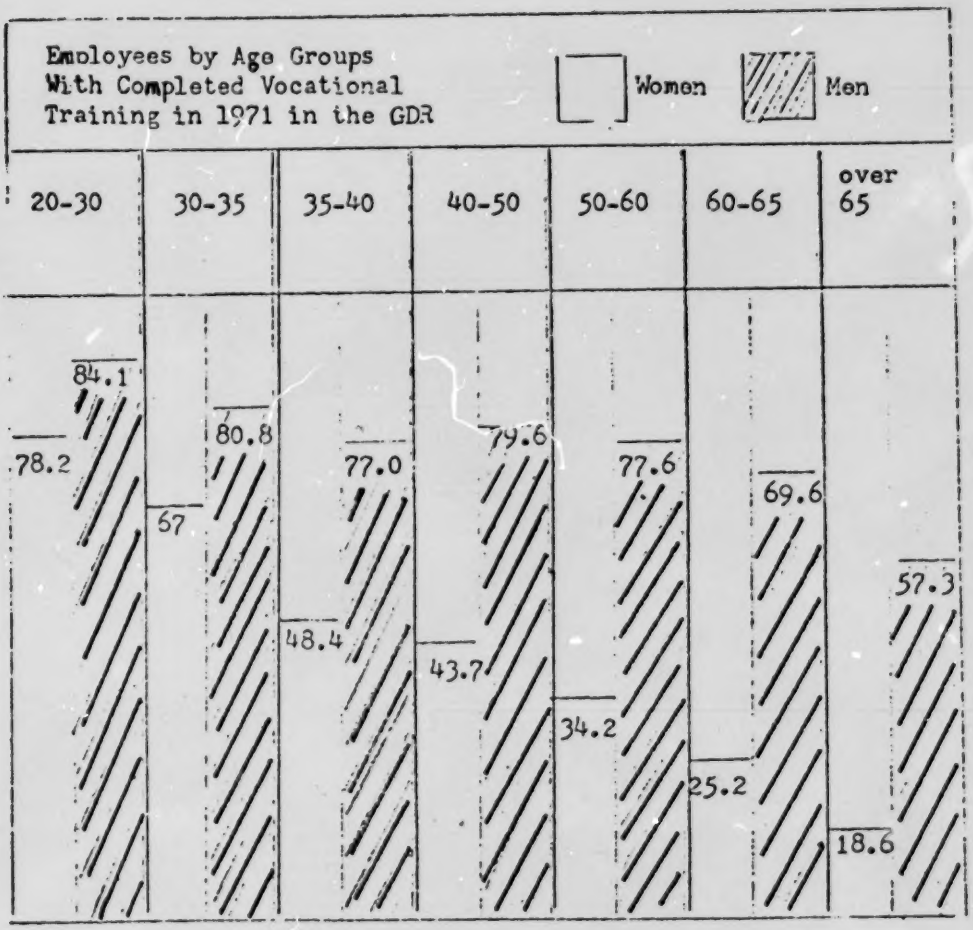
(Helwig, 1975

TABLE 8

WOMEN EMPLOYED WITH CHILDREN IN THE GDR AND FRG

GDR		FRG	
% of women employed between the ages of 15 and 65 years with:		% of women employed between the ages of 15 and 65 years with:	
1 child under 17 years	80%	1 child under 18 years	45.5%
2 children under 17 years	76%	2 children under 18 years	36.2%
3 children under 17 years	69%	3 children under 18 years	32.8%

TABLE 9


Employees by Age Groups
With Completed Vocational
Training in 1971 in the GDR
Women
Men
20-30
30-35
35-40
40-50
50-60
60-65
over 65
84.1
78.2
80.8
67
77.0
48.4
79.6
43.7
77.6
34.2
69.6
25.2
57.3
18.6

Appendix 2

Sex Bias Index. A Sex Bias Index (SBI) and standard error were established for each sample of GDR and USA children's readers, grades one through six. The SBI is the average difference in the male and female percent distribution in major character and career roles.

$$SBI = \frac{P_{mmc} + P_{mcr}}{2} - \frac{P_{fmc} + P_{fcr}}{2}$$

where P_{mmc} is the percentage of male major character

P_{mcr} is the percentage of male career roles depicted

P_{fmc} is the percentage of female major characters

P_{fcr} is the percentage of female career roles depicted

The SBI is, in essence, a quantitative measure of male dominance combining the two categories of major character and career roles. After calculating the Standard Error of each SBI, the Approximate Standard Normal (Z) was found in order to determine the validity of this comparison.

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